



Introduction

Love INC is a nonprofit organization that partners with local churches to provide goods and services to those in need. The aim of the organization is to meet the biopsychosocialspiritual needs of its clients.

Research indicates that negative self-talk can be a predictor of maladjustment and is significantly related to anxiety disorders (Treadwell & Kendall, 1996). Love INC leadership identified negative self talk as a common barrier for their clients. Love INC provides psychoeducational classes to help their clients overcome life’s obstacles.

Psychoeducation can increase psychological, cognitive, and emotional functioning and improve quality of life (Chine, et al., 2020; Hayes & Morgan, 2005; Talbot, Thériault, & French, 2017; Young, Ng, & Cheng, 2019).

Method

Love INC offered a 4 week workshop on positive self talk. Participants were given a pre- and post-measurement, the Self-Talk Scale (STS). Items were rated on a 5-point scale ranging from “never” to “very often.” There were 16 items in total (e.g. “I feel ashamed of something I have done”; Brinthaup, et al., 2009).

Results

The average response from participants to the Self-Talk scale decreased from week 1 to week 4, suggesting the participants negative self-talk decreased. However, due to the low n, the paired sample differences were not significant.



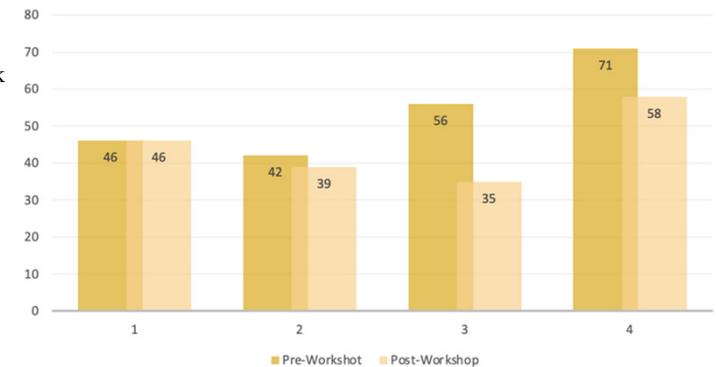
Discussion

Low participation and inconsistent attendance were the primary limitations of this study. Love INC serves low-income, semi-transient and homeless individuals, which sometimes impacts their ability to engage in consistent interventions.

While the results were not significant, participants provided anecdotal evidence of decreased negative self talk.

Future studies surrounding the workshop could include exploring other correlates along with negative self talk (e.g. resilience).

Total Scores



References

Brinthaup, Thomas M, Hein, Michael B, & Kramer, Tracey E. (2009). The self-talk scale: Development, factor analysis, and validation. *Journal of Personality Assessment*, 91(1), 82–92. <https://doi.org/10.1080/00223890802484498>

Chien, W. T., Chow, K. M., Chong, Y. Y., Bressington, D., Choi, K. C., & Chan, C. W. H. (2020). The role of five facets of mindfulness in a mindfulness-based psychoeducation intervention for people with recent-onset psychosis on mental and psychosocial health outcomes. *Frontiers in Psychiatry*, 11. <https://doi.org/10.3389/fpsyg.2020.00177>

Hayes, C., & Morgan, M. (2005). Evaluation of a psychoeducational program to help adolescents cope. *Journal of Youth and Adolescence*, 34(2), 111–121. <https://doi.org/10.1007/s10964-005-3210-4>

Talbot, F., Thériault, J., & French, D. J. (2017). Self-compassion: Evaluation of a psychoeducational website. *Behavioural and Cognitive Psychotherapy*, 45(2), 198–203. <https://doi.org/10.1017/S1352465816000230>

Treadwell, K. R. H., & Kendall, P. C. (1996). Self-talk in youth with anxiety disorders: States of mind, content specificity, and treatment outcome. *Journal of Consulting and Clinical Psychology*, 64(5), 941–950. <https://doi.org/10.1037/0022-006X.64.5.941>

Young, D. K., Ng, P. Y., & Cheng, D. (2019). Psychoeducation group on improving quality of life of mild cognitive impaired elderly. *Research on Social Work Practice*, 29(3), 303–310. <https://doi.org/10.1177/1049731517732428>